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ABSTRACT

This program presents units of instruction by inter-disciplinary teams of preservice teacher education students showcasing student developed curriculum integration ideas. Lessons integrate the areas of social studies, language arts, business, science, industrial technology, and health. Presented in four sessions, Session 1 includes the following: (1) "Civil War: The Total Experience" (Jen Egert; Megan Ingold; Ron Fox; Laurie Munson); (2) "The Era of Slavery" (Elizabeth DeJulio; Kathy Thrasher; Lori Laredo); (3) "Discrimination" (Wendy Hagen; Andrea Stojak; Marcey Raymond); and (4) "Passing the Torch: An Interdisciplinary Approach to Sports and the Olympics" (Tracey Lueder; Kim Wendorf; Joe Ferguson; Susan Gentry). Session 2 includes: (1) "Post World War II in America" (Stacey Hughes; Tom Johnson); (2) "Great Depression" (Michelle DeMent; Mike Tietjen); (3) "The 1920s" (Leslie Ribble; Ethan Krase; Renee Leatherman; Michele Wilson; Deborah Byrne; Katie Barry); (4) "The Roaring Twenties and Its Effects on My Life" (Jim Evans; Rose Haydysch-Walgren; Shannon Holohan; Eve Muir; Neil Magsonbol); (5) "World War I" (David Lasser; Brian Jones; Carolyn Siegfried; Bill Walsh); and (6) "Manufacturing" (Kimberlee Snover; Tracy Overland; Marcus Harris; Barry Gilstrap; Terrence). Session 3 includes: (1) "Introduction to Computers Across the Curriculum" (Diane Christianson; Daryl Steward; Jil Marx; Christine Schwartz; Daneen Daws); (2) "Circle of Three: Advertising in History, Business and English" (Kenya Todd; Linda Murakami; Samantha West); (3) "Yesterday's Luxury, Today's Necessity--The Growth of Communication" (Becky Boswell; Caris Duda; Daniel Pierson); (4) "Globalism: America's Ever Changing Role" (Debra Bozarth; Spencer Byrd; Ben Gracey); (5) "Greece: Origins and Its Far Reaching Influence on Theatre" (Martin Bach; Katie Gibson; Connie Olson; Yvonne Panagoulias; Amy Scott); and (6) "The Influence of Money in American Society" (Angie Groezinger; Jay Martens; Lynn Sands; Kristen Straub). Session 4 includes: (1) "The American Industrial Revolution between 1850-1920" (Michelle Schwinn; Matt Vosberg; Rob Hammerschmidt); (2) "The Industrial Revolution" (Jodie Fields; Rachel Voyles; Matt Eber; Vicki Bryant); (3) "Environmentalism" (Cammie Andrew; Craig Mueller; Wendy Scott; Holly Steffes; Dawn Woodward); (4) "The Industrial Revolution: A Product of Leadership and Motivation" (Carrie Kulenkamp; Mike Schiffman); (5) "The Industrial Revolution (1860-1920)" (Chris Dobbs; Chris McCombs; Alexa Allen; David Jones; Liz Kampwirth) and (6) "Environmental Responsibility" (Michelle Bussan; Juliette Bilodeau; Marcy James; Don LaVette; Troy DeFranco). (EH)

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BUILDING BRIDGES SYMPOSIUM

LINKING THE DISCIPLINES DURING PRE-SERVICE TEACHER EDUCATION

EWING MANOR, CORNER OF TOWANDA AND EMERSON
OCTOBER 19, 1994, 4:00 P.M. - 7:00 P.M.

PRESENTATIONS OF INTEGRATED UNITS OF INSTRUCTION
BY INTERDISCIPLINARY TEAMS OF PRE-SERVICE TEACHER EDUCATION STUDENTS
SHOWCASING STUDENT DEVELOPED CURRICULUM INTEGRATION IDEAS.

AGENDA

Register 3:30 - 4:00 p.m.

Sessions I & II 4:00 - 5:00 p.m.

Session I Upstairs Meeting Room

Civil War: The Total Experience
Jen Egert, Megan Ingold, Ron Fox, Laurie Munson

The Era of Slavery
Elizabeth DeJulio, Kathy Thrasher, Lori Laredo

Discrimination
Wendy Hagen, Andrea Stojak, Marcey Raymond

Passing the Torch: An Interdisciplinary Approach to Sports and the Olympics
Tracey Lueder, Kim Wendorf, Joe Ferguson, Susan Gentry

Session II Downstairs Meeting Room

Post World War II in America
Stacey Hughes, Tom Johnson

Great Depression
Michelle DeMent, Mike Tietjen

The 1920's
Leslie Ribble, Ethan Krase, Renee Leatherman, Michele Wilson, Deborah Byrne, Katie Barry

The Roaring Twenties and Its Effects on My Life
Jim Evans, Rose Haydysch-Walgren, Shannon Holohan, Eve Muir, Neil Magsonbol

World War I
David Lasser, Brian Jones, Carolyn Siegfried, Bill Walsh

Manufacturing
Kimberlee Snover, Tracy Overland, Marcus Harris, Barry Gilstrap, Terrence

DINNER **5:00 - 6:00 P.M.**

Sessions III & IV 6:00 - 7:00 p.m.

Session III Upstairs Meeting Room

Introduction to Computers Across the Curriculum
Diane Christianson, Daryl Steward, Jil Marx, Christine Schwarz, Daneen Daws

Circle of Three: Advertising in History, Business, and English
Kenya Todd, Linda Murakami, Samantha West

Yesterday's Luxury, Today's Necessity - The Growth of Communication
Becky Boswell, Caris Duda, Daniel Pierson

Globalism: America's Ever Changing Role
Debra Bozarth, Spencer Byrd, Ben Gracey

Greece: Origins and Its Far Reaching Influences on Theatre
Martin Bach, Katie Gibson, Connie Olson, Yvonne Panagoulias, Amy Scott

The Influence of Money in American Society
Angie Groezinger, Jay Martens, Lynn sands, Kristen Straub

Session IV Downstairs Meeting Room

The American Industrial Revolution between 1850-1920
Michelle Schwinn, Matt Vosberg, Rob Hammerschmidt

The Industrial Revolution
Jodi Fields, Rachel Voyles, Matt Eber, Vicki Bryant

Enviornmentalism
Cammie Andrew, Craig Mueller, Wendy Scott, Holly Steffes, Dawn Woodward

The Industrial Revolution: A Product of Leadership and Motivation
Carrie Kulenkamp, Mike Schiffman

The Industrial Revolution (1860-1920)
Chris Dobbs, Chris McCombs, Alexa Allen, David Jones, Liz Kampwirth

Environmental Responsibility
Michelle Bussan, Juliette Bilodeau, Marcy James, Don LaVette, Troy DeFranco

Session I

Civil War: The Total Experience
Jen Egert, Megan Ingold, Ron Fox, Laurie Munson

The Era of Slavery
Elizabeth DeJulio, Kathy Thrasher, Lori Laredo

Discrimination
Wendy Hagen, Andrea Stojak, Marcey Raymond

Passing the Torch: An Interdisciplinary Approach to Sports and the Olympics
Tracey Lueder, Kim Wendorf, Joe Ferguson, Susan Gentry

BUILDING BRIDGES ABSTRACT

Jen Egert, English

Megan Ingold, Social Sciences

Ron Fox, Business

Laurie Munson, English/ Speech

CIVIL WAR: THE TOTAL EXPERIENCE

(Three Week Unit)

SUBJECTS TO BE INTEGRATED:

Business: The Civil War's affect on the American Economy
Literature: Realism
History: Causes and Issues of the Civil War
Speech: Perspectives of the Civil War

OBJECTIVES:

The students will demonstrate an understanding of the issues presented about the Civil War in each subject area by recalling and applying information concerning each class in objective and essay tests.

The students will demonstrate an understanding of the "Civil War Culture" by producing a paper in groups of four.

The students will give a presentation to the class demonstrating the content of their paper project.

RATIONALE:

If students understand the events that came together to cause the civil war, then perhaps another such tragedy will be prevented in the future. Many of the same issues that led to the civil war, such as racism, disparity of wealth, and political turmoil are still present in society today. In order to encompass the significance of the Civil War, one needs to study the cultural aspects of society in this particular time period.

RESOURCES NEEDED:

Appropriate Textbooks
Library Materials
Maps
Political Cartoons
Props for Speech Presentations

UNIT DESCRIPTION:

From a historical perspective, the civil war was caused by a variety of circumstances. Contrary to popular belief, there was no one cause that began this war. We will study the multiplicity of the causes. While the war affected almost everyone, it economically affected both major industries and small business in both positive and negative ways. Many Americans prospered through steel industries and black-marketing; others fell into poverty and became disillusioned due to the tragic consequences of the war. This disillusionment was reflected in the rising of realism in literature. There were a great number of voices to be heard during this time period. It is important to understand the multiplicity of voices in order to understand the total civil war experience. Students will assume the personas of a variety of individuals and express those views in a speech debate.

EVALUATION:

In addition to individual evaluation methods in the separate areas (objective tests and essays), we will have an overall evaluation of how the students incorporated the knowledge of all four subject areas. In groups of four, the students will work on a project. They will present a written form of the project to us and an oral presentation to the class.

Elizabeth DeJulio	English
Kathy Thrasher	English
Lori Laredo	Business
Unit Title:	The Era of Slavery
Time Frame:	2 weeks
Subjects to be Integrated:	Business/Economic Education English Education

GROUP RATIONALE

For approximately 200 years, slavery was a major aspect of American society. Slave hymns, poetry and writings have had a profound effect on our country. Slavery, however damaging it was to the African-American culture, provided the United States with a means for wide spread economic growth during that time.

English Week One

Objective: The students will be able to recognize the inspiration that slaves gained from their experiences and how this was expressed in their writings.

My lessons will introduce students to slave narrative texts. One of these texts will be the book entitled, Narrative of the Life of Frederick Douglass. The other lessons will consist of six negro spiritual songs written during the era of slavery. The students will be given the first twenty minutes of each class period to read silently at their desks. This will allow an appropriate set induction for the class discussion. The remainder of the class time for three of those days will be used to discuss the previous night's reading assignment, and to identify some different literary elements which are presented in the text. The remainder of the last two days will be used for in-class writing assignments taken from the hymns. One will be done individually, and the other will be completed in small groups. All of these activities will lead into Liz's week of teaching which connects these lessons to contemporary poetry.

Resources: One book and six different negro spiritual songs.

Evaluation: Students will be evaluated on the two in-class writing assignments and two pop quizzes over their reading from Frederick Douglass.

English Week Two

Objective: Students will be able to identify the poetic elements of personification, metaphor, simile and alliteration in poetry of Langston Hughes and Maya Angelov.

My unit will be introduced by reading out loud poetry of the contemporary Afro-American authors Langston Hughes and Maya Angelov. After reading selected poems, I will ask the students why they did or did not enjoy or understand certain poems. This will introduce the idea that poets use certain elements to create their poem, and it is these various elements which make it successful. For the next three days I will have discussions of the literary elements of metaphor, personification, alliteration, and similes. I plan to use advertisements (colored) of magazines to show how metaphors are used. In children's books animals and inanimate objects will exemplify the element of personification, and lastly, news headlines will be used to show how alliteration is accomplished. The final characteristic discussed will be similes, and I will revert back to the poetry for this. My theory is to show the students how poetic elements are used not only by poets but, in every day life. Class periods will be spent through discussion and small group work, enable the student to develop their own examples of each element. On the fourth day an

assignment will be given for the students to construct their own poem, including two of the four elements we have discussed. Then, on the final day, poems will be shared in class.

Resources: Selected works of Hughes and Angelov, magazine advertisements of metaphors, children's books, and newspaper headlines.

Evaluation: Poem graded on proper use of elements and a "check" or "check plus" on written examples in class.

BUSINESS

OBJECTIVE: The student will be able to describe and give two examples of the roles that business and industry played in the Civil War effort.

RATIONALE: One of the often overlooked dramas of the Civil War was its impact on everyday commerce and lives of common people far from the battlefields. Families, friends and businesses found themselves divided by old loyalties. If a business in a certain town bought cotton from a Southern plantation, chances were their loyalties tended to lie with its friends in the South. Although many historians contend the major reason for the Civil War being fought was over slavery. Another important reason was because the Southern states had seceded from the union. While slavery was an issue, the state of the union was more important to President Lincoln.

As a class, we will investigate the basis for the Southern economy during the Civil War. While cotton exports were the chief component, without slave labor, the cotton exportation couldn't have been done as efficiently. As tensions grew, cities who bordered both Northern and Southern states had to chose between saving the union or continuing to do business with the South. One such city was Cincinnati Ohio. Cincinnati was in a Union state and was a haven for smuggled slaves. One of the cities most famous residents was Harriet Beecher Stowe who wrote, <u>Uncle Tom's Cabin</u>. This story portrayed the heroine fleeing to freedom across a frozen river just above Cincinnati, which was also an economic gateway to the South. We will identify ways in which local business and industry participated in the war effort.

INSTRUCTIONAL ACTIVITIES:

1. We will identify and discuss the ways in which business and industry participated in the war effort.
2. We will identify and discuss the economic concepts which were evident during the Civil War.
3. We will investigate how the Union and the Confederate armies got their supplies during the war.
4. We will investigate if the Emancipation Proclamation which in effect "freed the slaves" was the component which started the Southern economy to crumble.

EVALUATION: Given a exam at the end of the two weeks, the students will be able to describe and give two examples of the roles that business and industry played in the Civil War effort.

RESOURCES: Now is Your Time, Walter Dean Myers, Scholastic Inc. (New York) 1991

Wendy Hagen - Social Sciences
Andrea Stojak - Business
Marcey Raymond - English

Unit Title: Discrimination
Time Frame: 2 weeks
Subjects to be Integrated: History, Business, English, and Math
Objectives:

Know names, dates, and important court cases from all areas of discrimination.

Analyze two important court cases and name at least two similarities and differences between the two that relate to the impact they've had on society.

Develop rules/guidelines for a work place where people interact and would be conscious of discrimination among the group.

Given a specific court case, you are the judge and you are to evaluate the case and state your decision with at least two supporting reasons.

Rationale:

To expand awareness of discrimination and to make equality a realism instead of an idealism.

Resources needed: textbooks, copy of the Constitution, Bill of Rights, briefs of important court cases dealing with all types of discrimination, and novels dealing with discrimination.

Detailed Description of Unit:

Math: Statistical problem comparing salaries, consumer biases, and gender discriminations.

History: Discrimination in America based on race, gender, religion during the 19th - 20th centuries. Including court cases and prominent figures fighting against discrimination.

English: A study of three different types of discrimination: sexism, anti-semitism and racial discrimination. Examination of two plays by Shakespeare which display these types of discrimination: **Othello** and **The Merchant of Venice**. **Othello** displays sexual and racial discrimination through Desdemona and Othello. **The Merchant of Venice** displays anti-semitism.

Business: Discrimination in the work place and the laws that regulate it. Cases relating to racial and gender

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discrimination in the workplace.

Methods of evaluation: Essays, papers, test, quizzes, projects, role playing.

Tracey Lueder - Social Science
Kim Wendorf - English
Joe Ferguson - History
Susan Gentry - Business

Title: Passing the Torch: An Interdisciplinary Approach to Sports and the Olympics.

3 Week Unit

Subjects to be Integrated: English, Sociology, History, Business

Objectives:
1. Students will be able to explain the importance of sports and the Olympics and how they create national unity.
2. Students will be able to analyze the advantages and disadvantages of an individual's participation in sports.
3. Through group projects, students will be able to experience the benefits of teamwork.

Rationale:
A large portion of our society's resources go toward organized sports activities. Inordinate amounts of time, money, and human resources are spent on sporting activities from the high school level all the way to the Olympics. As teachers, we are obligated to address this pervading aspect of society. This is necessary in order to promote an understanding of the allotment and inter-workings of the many resources within this sports industry.

Resources Needed: texts, overhead projector, videos, newspapers, a chalkboard, Audio Visual equipment, handouts.

Detailed Descriptions of the Units:

History:
The class will look at the Olympics ranging from the ancient times to the present. The students will look at significant athletes and significant events during the Olympic Games. As a class we will also look at some of the negative situations in Olympic history. We will look at what the athletes hoped to achieve in the games as well as what they were competing for. Finally we will discuss why the Olympics are the most important sporting event in the world.

Sociology:
During this three week unit, the students will be studying the roles, norms and relations found within sports on an individual and larger level. We will begin studying basic definitions and discussion will follow. Students will then choose a professional athlete that they see as a role model and write a paper on the role, norms and leadership qualities that

the role model exemplifies. The class will then participate in a sport as a group. Following this activity, the class will discuss the roles which emerged within the game and the importance of sports within the school. Finally, the students will apply what they have learned about individual roles within sports and the importance of sports as a whole to a paper and presentation dedicated to the Olympics.

English:

Each student will select one novel from a list of various book-in-common by authors of young adult literature. These novels will share an underlying theme related to the main character's participation in sports and the effect to which this involvement has on his/her life. During their readings, the students will keep a journal of their reactions to the text, with emphasis to the main character's participation in sports. With this as a background (and through additional research), students will design or compose a presentation illustrating their personal (or fictional) participation in a sport and/or the Olympics.

Business:

Throughout this three week unit the business students will learn basic business terms as well as important business communication skills in relation to advertisements during Olympic programming. This will be met through various forms of assessment. The students will be placed in groups of two or three. Once placed, the students will learn about sole proprietorships, partnerships, and corporations. Half of the group will represent the partnership or sole proprietorship and the other member or members will represent the athlete in this marketing project. The business must write a letter to the athlete asking him or her to represent a product in an advertisement filming. Once the letter is sent to the athlete, the athlete must respond to the letter either accepting or rejecting the invitation in a professional business manner. If the athlete agrees to the production, the group will continue their marketing project by making a videoed advertisement of their choice. Contracts will be drawn up so that students agree to work in groups to get the job accomplished. Students will learn to deal with conflicts among group members by completing this project. They will also learn the importance of the relationship between the business world and the sports world through this type of important communication.

Methods of Evaluation:

The following will be used for evaluation: essay exams, research papers, class participation, and visual presentations.

Session II

Post World War II in America
Stacey Hughes, Tom Johnson

Great Depression
Michelle DeMent, Mike Tietjen

The 1920's
Leslie Ribble, Ethan Krase, Renee Leatherman, Michele Wilson, Deborah Byrne, Katie Barry

The Roaring Twenties and Its Effects on My Life
Jim Evans, Rose Haydysch-Walgren, Shannon Holohan, Eve Muir, Neil Magsonbol

World War I
David Lasser, Brian Jones, Carolyn Siegfried, Bill Walsh

Manufacturing
Kimberlee Snover, Tracy Overland, Marcus Harris, Barry Gilstrap, Terrence

Stacey Hughes-Social Science and English
Tom Johnson-History and Physics

Post World War II in America
Unit: 1 week

History
Objectives:
1. The student will demonstrate an understanding of Harry S. Truman's first term as President of the United States by answering a series of oral questions concerning Truman's background and weaknesses.
2. The student will demonstrate an understanding of the issues facing post war America such as; domestic problems, the 80th congress, the Cold war and containment.
Focus: The context of this lesson has information about World War II America. It has valuable information about Harry S. Truman, the condition of the United States in post World War in America.
Summary of Content
I. Truman's first term
II. Domestic Problems.
III. 80th Congress
IV. Cold War
V.Containment

Social Science
Objectives:
1. The student will be able to demonstrate an understanding of the issues facing Truman; including the election of 1948, the Fair Deal and he Second Red Scare by answering a series of oral questions.
2.The students will be able construct their own Fair Deal after reading and understanding Truman's Fair Deal.
Focus: The focus of this lesson is to show how World War II effected America when the war was over. It shows how politics, people and the government made changes after the war and how these changes effect us today.

Summary of Content:

I. Election of 1948

II. Fair Deal

III. The Second Red Scare

Physics

Objectives:

1. The student will demonstrate an understanding of how the atomic bomb was constructed.

2. The student will be able to identify environmental hazards that the atomic bomb caused.

3. The student will analyze a document. This document will be used to illustrate the environmental hazards directly caused by the atomic bomb.

Focus:The content of this lesson is concentrate on the Atomic bomb. It is important for the student to realize how human intentions matter when considering the construction of this weapon.

I. Construction of the Atomic Bomb

II. Creators of the Atomic Bomb

III. Effects of the Atom Bomb

IV. Environmental Hazards caused by the Atomic Bomb

English

Objectives:

1. Students will demonstrate an understanding of literature during the time directly after World War II.

2. The student will be able to identify characteristics that emerged or have changed in literature during the time after World War II.

Focus:The content of this lesson is concentrated on literature written after World War II. The focus will be on the changes in Women's and African American writings that emerged after the war.

Summary of Content:

I. Adrienne Rich

II. Langston Hughes

Summary:The purpose of this unit to give students a very comprehensive look at what happened after World War II and how it effects us today.

Building Bridges Design Team Abstract

Names and departments of design team members

Michelle DeMent- English/Literature & Mike Tietjen- History

Unit title and time frame:

Great Depression in a four week time frame.

Subjects to be integrated:

History and English/Literature

Objectives:

Supplement and enhance persons knowledge base of the depression era.

Rationale:

Students need to understand the significance of the past as it applies to their public and private roles as citizens and the society as a whole.

Resources needed:

The Grapes of Wrath by Steinbeck, Depression Poetry, Films, and oral history from sources from that time.

Detailed description of unit:

The history part of this unit is broken down to a four week time frame. The first week there will be a lecture discussion on the Stock Market Crash and the cause and effects of the crash. The second week there will be a lecture and group work. The groups will break down into different parts and each student of these groups has a part they have to do. The third week will entail lectures and films, and class

discussion will follow. The class discussion will reflect the whole unit.

The English/Literature is also broken down into a four week time frame. The first week The Grapes of Wrath will be introduced. The book will be discussed. The first half of the second week will be focused on finishing the book and discussion on the book. The second half of the week the movie will be shown and we will discuss the comparisons and the contrasts between the book and the movie. Personal opinions are going to be allowed, for instance, who liked or disliked the book and why. The third week the class will read and discuss poetry written during the Depression Era. The fourth week for both the History and the English/Literature will be a time of closure for the unit. There will be a quiz panel that the students have to participate in. The questions for the quiz panel will be derived from each area. At the end the students will be asked to submit a one page paper to each teacher describing what they have learned from the unit.

Methods of evaluation:

There will be a quiz panel as well as the one page evaluation of what was learned that will be submitted.

Design Team

English

Leslie Ribble, Ethan Krase, Renee Leatherman, Michele Wilson, Deborah Byrne

Business

Katie Barry

Unit Title: The 1920's
Unit length: 3 weeks

Subjects to be integrated: English,History, and Business

Objective: By looking at the 1920's, its history, literature, and business practices, students will gain a better understanding of today's society and the events that helped to shape it.

Rationale: Using an integrated curriculum will allow the students to better see how history, literature, and business are interrelated and connected. By approaching the 1920's era in an integrated manner, students will be better able to see the cause and effects that different events have on one another.

History

The history portion of the 1920's unit will cover changes in the social and political climate of the decade. The unit will cover the impact of the 18th amendment through the stock market crash of 1929. A portion of the unit will focus on the struggle of immigrants, minorities, and women towards equality. Additional emphasis will focus on how technological advances such as the automobile, airplane, movies and radio, impacted society.

Students will be evaluated based upon a research paper on an historical event from the 1920's. Research topics, while left up to the student, will be cleared by the instructor. A 100 point short answer and essay test will also be given as part of the evaluation.

Business Education

During this unit, given information concerning different trends in technology and economics of the 1920's, students will compare and contrast them to the present trends in technology and economics. The purpose will be to determine what advancements have been made, what similarities still exist, and what the possibilities may be for the next several decades.

Students will be evaluated based upon a written assignment of 2-3 pages in length discussing what they believe the future trends will be, citing examples from the 1920's and today to support their projected trends. Periodically throughout the unit, students will also be given short essay quizzes on the material.

English

This portion of the integrated curriculum will include three sections: Literature and Composition, Speech, and Drama, which are all topics found in high school English classes. These sections will run concurrently within the classroom, allowing for a diversity in assignments, topics, and discussions.

Literature/Composition

Students will read and analyze poems, journals, short stories and novels by authors such as Langston Hughes, Katherine Anne Porter, Anais Ninn, and F. Scott Fitzgerald. Covering diverse authors, genres and topics will allow students to examine texts from current points of view and compare them to views of the 1920's.

In an effort to bring continuity to the entire literature section, students will gain an exposure to the literary movement of the 1920's: Modernism. Students will take an in-depth look at the societal factors that spawned Modernism as a movement. Looking at each of the authors listed previously, students will analyze how each one responds and adds to Modernism.

Student portfolios will be evaluated on the basis of the following: thoughtfulness of collected journals, critical essays, and participation in class discussions.

Speech

During the literature and writing portion of the 1920's unit, the students will be learning the elements of speeches of introduction. Each students will choose an author from the 1920's and give a short speech introducing the person as a speaker. The speeches will be assigned during the beginning of the unit and presented by the students at different times during the three weeks of the 1920's unit. This activity will not only allow the students an opportunity to become more comfortable with public speaking, but will also enable students to learn about individual authors from their own research as well as other students' research.

Students will be evaluated on presentation and content of speeches.

Drama

Students will first look at reviews from plays performed in the 1920's and compare them to reviews of the same, or similar, plays performed more recently. These reviews will be not only of plays written in the decade, but other plays such as *Hamlet*, *Merchant of Venice*, and *Six Characters in Search of an Author*. Other plays that students have read in different units will also be studied.

From reading the reviews, many objectives may be fulfilled. Students may find that plays are often interpreted differently due to the cultural events that are happening when the play is performed. By examining the reviews, comparisons can be made between what society of the 1920's and today's society deem to be critical events of the era. Another possibility may be that certain plays were overlooked in the 1920's and not performed due to subject matter, author popularity, etc. Allowing students to speculate about the lack of certain plays being performed can help them gain better insight to the events that shaped the decade and the decades to come.

Students will be expected to write critical essays, discussing the above issues. These essays will be included in the writing portfolio of the student's.

Resources

Specific literary texts (mentioned in the literature portion of the unit), classroom texts, as well as additional audio or visual material will be used in the unit. The following resources may also be included to provide additional, relevant information

Beckerman, Bernard and Howard Siegman, ed., On Stage: Selected Theatre Reviews from the New York Times 1920-1970. New York: Arno Press, 1973.

Bradbury, Malcolm and James McFarlane, Modernism: 1890-1930. Middlesex, England: Penguin. 1976

Seebohm Rowntree, The Human Factor in Business. London: Longmans, Green and Co. 1921.

BUILDING BRIDGES DESIGN TEAM INTEGRATED CURRICULUM ABSTRACT

TEAM MEMBERS: Evans, Jim: History
Haydysch-Walgren, Rose: Business Education
Holohan, Shannon: English
Muir, Eve: English
Magsonbol, Neil: English

UNIT TITLE AND TIME FRAME: "The Roaring Twenties and Its Effects on My Life": (a 9 weeks course for juniors and seniors.)

SUBJECTS TO BE INTEGRATED: English, Speech, History, Computer Applications, Consumer Education, Journalism

RATIONALE: Many of todays' societal aspects and institutions (such as, trade laws, banking systems, social welfare, new technology, etc) are based on events and programs that began during the time frame of 1917 through 1933. By studying this time period, we can gain a better understanding of our own society and where it is going.

OBJECTIVES: Students will be able to:

1. Give an informative speech or full presentation using proper form.
2. Demonstrate library research skills.
3. Pass (70%) a 50 item objective test on the social/political aspects of the 1920's.
4. Use word processing software to write an error-free research paper (including, but not limited to word processing, time-line graphs, pie charts, etc.)
5. Analyze literature works and historical documents and describe the implications they have on the present.
6. Pass (80%) a 25 item objective test on the banking laws, stocks/bond laws and the retirement system that developed in the late 20's, early 30's.

RESOURCES NEEDED: Film Grapes of Wrath; copies of the book The Great Gatsby; Library resources for Newspaper articles and documents; Computers and software; textbooks as needed.

DETAILED DESCRIPTION OF UNIT:

The history class will start with a brief overview of World War I, specifically, the peace treaty and the fight in Congress over the treaty and the proposed "League of Nations." Also to be studied, are such topics as the effect of the war on the social, political, and economic aspects of American society. The study of these issues will be followed by a look at the boom period of the early 1920'. Study of that period will lead into a study of the Depression Era, with a focus on the causes, the social and political aspects, and its impact on all aspects of society in the present.

The English classes will spend three weeks reading The Great Gatsby. Students will have periodical quizzes to ensure reading. After in-depth discussions of the novel, the students will watch The Grapes of Wrath for 2 or 3 class periods. The last 2 or 3 class periods will be used to compare and contrast the two different lifestyles. Students will then be asked to write a 2-3 page essay describing how they would feel going from one extreme to the other.

During the last five weeks, the students will be taught the basic techniques of speech (informative & persuasive), journalism (editorials & informative articles), and how to do research in the library. Their first assignment will be to research a newspaper article from the '20's, summarize it, and give a 3-5 minute informative speech in class. The second assignment will be to pick a topic of interest during the '20's, such as music, family life, industry, etc, and write a 1 page newspaper article demonstrating a style of journalism (editorial, informative, etc.). Finally, the class will construct a newspaper of the '20's, using the articles from the second assignment.

The computer applications class will develop skills on a word processing software package. Instruction will be given on how to use fonts, indents, footnotes and changing margins. Students will also gain skills in using a graphics package for developing graphs and charts. Students will be assisted in completing their unit projects.

The consumer economics classes will examine the unrestricted banking and stock market industries of the 1920's. They will participate in a stock purchasing game using industries, price quotes and results available just prior to and including the great crash. Students will then examine the many laws that were developed during the 1930's to regulate the stock market and the banking industries.

METHODS OF EVALUATION: The students will submit a 6 to 8 page written paper and give an oral presentation describing how the '20's have effected their present lives.

David Lasser - Business/Economics
Brian Jönes - English
Carolyn Siegfried - History
Bill Walsh - Business/Economics

Unit Title: World War I
Time Frame: Three Week Unit

Abstract: Teaching the Causes and Effects of World War I Through Three Different Content Areas.

In the design of an integrated curriculum, with the topic being the causes and effects of World War I, three content areas are represented: English, Econ- omics, and History. This interdisciplinary project is designed so that the students will learn multiple perspectives of World War I, and develop insight to the causes and effects of war. The rationale is that World War I opened economic opportun- ities for many businesses, causing American involvement in the war and resulting in the United States' eventual economic power worldwide. Also, by teaching this specific topic through the three subject areas, students will be able to identify parallels between World War I and war related situations in present times. Due to the experimental nature of this interdisciplinary project, only one class from each subject will participate. The objective relating to History is that the student will be able to, in a writing project, discuss at least three historical dates, names and/or situations, which includes a cause of World War I. The English objective is that the student will be able to, in a writing project, create a hypothetical story using a literary approach similar to the assigned readings. The Business/ Economics objective is that the student will be able to, in a writing project,

writing project, explain how the participation of the United States in World War I propelled an economic boom for this country. The resources needed would include standard materials for each class, such as maps, historical data, economic data, a bibliography including five or six literary novels and selected poems. The unit plan for each area covers a span of three weeks. Within each content area, the students will be given a choice to work in small groups of two or three, or to work alone. The first two weeks, each subject will introduce and discuss concepts concerning World War I, from their respective points of view. At the same time, each subject teacher will incorporate information from the other content areas using the standard resources that were previously made available. The beginning of the third week, the groups will start a standard writing project. This writing project is the method of evaluation for all three subject areas. The evaluation is: Write a short creative story to one of the following situations: You are quietly enjoying a moment with your two younger grandchildren who are asking you questions about your experiences during World War I. You recount your experiences as: 1.) A serviceman who fought in the front lines, 2.) A worker who stayed at home during the war. *Be Creative,* or 3.) An expatriate who did not condone the war. With whichever persona you decide to choose you must incorporate your knowledge from the past unit of World War I. You must include: 1.) historical dates, battles, and/or situations, 2.) Some sort of economic overview of the times, and 3.) A literary approach similar to your readings. At the end of the unit, the groups or individuals will present their short story. If this project is successful, the students will gain a broader perspective, about a specific period of time, than they might have otherwise.

Kimberlee Snover
Tracy Overland
Marcus Harris
Barry Gilstrap
Terrence

Manufacturing

Rationale:

The United States of America is one of the strongest industrialized nations in the world. Our industry and hard work as a nation elevated the US to the status of superpower. Mass production and modern manufacturing have continually made products better and less expensive. The US is a country of consumers who demand excellence from industry in the form of good products and who use our buying power to influence their activities. Uneducated consumers are at the mercy of advertisers. There must be a constant tension between the consumer and industry. The consumer must demand quality products at a fair price and industry must manufacture quality products with a concern for long-term goals. These are the reasons that we as a group feel compelled to teach manufacturing. Our goal as educators is to create consumers critical of industry and future leaders of industry devoted not only to profit but to a better America.

Industrial Technology Objective:
Students will gain a working knowledge of manufacturing processes and skills to complete the activity below.

Activity: Students as a class will design a basic product, create a prototype, create working drawings, process flow charts, factory layout plans, market research studies, all tooling jigs and fixtures to mass produce their product, and an ad campaign to sell their product.

Economics Objective:
Students will gain a greater knowledge of a market economy and all the factors that make a strong economy.

Activity: Students will work with the product they have manufactured studying marketing strategies, the structures of a corporation, and the world economy. Students will also learn how to be better consumers.

History Objective:
Students will gain an understanding of the effect industrialization and manufacturing has had on the economic, social and political environment in the United States.

Activity: This unit will consist of an introduction to the history of industrialization. There will be a focus on: mechanization, capitalism, division of labor, departmentalization, time and motion studies, consumerism, social ramifications, corporations, trusts, union, legislation and regulation or industry. The end of the unit will be tied together with a class discussion concerning the European community and NAFTA. Students will be required to write a 1 - 2 page paper defending their position either for or against NAFTA.

English Objective I:
Students will gain an understanding of advertising. They will become critical consumers with a working understanding of the overt and covert messages that are conveyed.

Activity: Given a commercial, students will scrutinize and present their analysis in a paper of no more than five-page. Given a bottle of perfume, students will be able to work in groups and create a commercial campaign within one week and then analyze the campaigns of the other groups in the class.

English Objective II:
The students will become better researchers and writers.

Activity: Students will be able to produce a researched paper comparing two items of their choice in an essay of no less than 4 pages typed, double spaced, using at least 3 comparisons and 3 contrasts. The students will also be able to present to the class the main points of their essay in a 5 minute presentation to the class, displaying their products.

Session III

Introduction to Computers Across the Curriculum
Diane Christianson, Daryl Steward, Jil Marx, Christine Schwarz, Daneen Daws

Circle of Three: Advertising in History, Business, and English
Kenya Todd, Linda Murakami, Samantha West

Yesterday's Luxury, Today's Necessity - The Growth of Communication
Becky Boswell, Caris Duda, Daniel Pierson

Globalism: America's Ever Changing Role
Debra Bozarth, Spencer Byrd, Ben Gracey

Greece: Origins and Its Far Reaching Influences on Theatre
Martin Bach, Katie Gibson, Connie Olson, Yvonne Panagoulias, Amy Scott

Building Bridges Integrated Curriculum Abstract

Design Team members:

Diane Christianson. . . English Daryl Steward. . . Business

Jill Marx. . . English Christine Schwarz. . . Social Science

Daneen Daws. . . English

Unit Title: "Introduction to Computers Across the Curriculum"

Time Frame: two weeks (10 periods, lasting 55 minutes each)

Subjects to be integrated: English, Social Sciences, Business

Objectives:

English- Students will be introduced to basic skills needed for wordprocessing at the computer. They will be shown the advantages of freewriting, revising, and editing (including spell check, thesaurus, and grammar check) with a word processing program. Students will be encouraged to use the computer to their full advantage, rather than just as a typewriter. Students already well versed in such basic applications will be encouraged to use the computer for any current writing assignments or to experiment with Hypertext reading.

Social Science- Students learn about the historical background of computers as well as how they have developed and changed over time. Possible applications of computers in the future will also be considered. Students would also have an opportunity to use an application type program. (Such programs are designed to help students understand the experiences of others through a simulated experience at the computer. One such program involved the students as members of a wagon train expedition to the West during the 1800's. Students are responsible for decisions that determine their success or failure.)

Business- Students will be instructed on personal business applications for the computer such as using spreadsheets, balancing checkbooks, establishing a budget, and paying bills. They will also be introduced to how computers are used for linking business interactions world wide, allowing people to communicate without travel.

Rationale: It is important for students to have working knowledge about computers because they continue to be increasingly important in more and more parts of our lives. Accordingly, some level of computer literacy is a prerequisite for almost any job.

Resources needed: Computer hardware and software

Description of Unit:

Day 1- Introduction to computer hardware.

Day 2- Social Science- history of computers

Day 3- Social Science- computer advances for the future

Day 4- English- introduction to software

Day 5- English- composing at the computer

Day 6- Business- personal business applications

Day 7- Business- international business applications

Day 8- Application day (I)- Hypertext reading (English)

Day 9- Application day (II)- Wagon Train program and E-Mail

Day 10- Evaluation

Evaluation: Students will submit a portfolio of work they did on the application days. Students can redo or edit all work in the portfolio until they are satisfied with their grade. Additionally, there will be an objective and essay test covering the information learned during the first seven days.

October 8, 1993
Two week unit

Design Team Members: Kenya Todd, Linda Murakami and Samantha West

Unit: Circle of Three: Advertising in History, Business and English

Subjects to be integrated: History, Business, and English

Objectives: (1)Students will learn what role advertising plays in society and how it accomplishes the goals surrounding its role.

(2): Students will be able to write a descriptive essay about the role of women in advertising.

Rationale: To heighten students; awareness of the impact advertising has on their daily lives. Advertising has an unavoidable impact on individuals' purchasing decisions. Because of this, students must know the mechanisms, history, and business behind advertising.

Resources: Newspaper, magazines, advertising history book, various products and advertising award video.

Summary of unit for English: The goal of this unit for English teachers is to give the students the opportunity to do much writing about advertising and all that it comprises. The Students will be examining history and business fields in order to accomplish the objectives of the unit. Some of the activities will center on English elements, i.e., idioms, while other elements will cover business and historical aspects of advertising. Finally, the student will be evaluated by the essays that they write as well as a culminating exam at the end of the 2-week session.

Summary of Unit for Business: The unit will center around the basics of advertising as well as an in-depth analysis of the industry . Students will be required to analyze biases in advertising, the history of advertising, the wording of messages, and the advantages and disadvantages of advertising to our society.

Summary of Unit for History: The goal of this unit for History teachers is to give students the opportunity to study in-depth the advertising industry. Students will be required to analyze terms such as: marketing, copywriters, symbolism, and ethical norms as they pertain to advertising.

Methods of Evaluation:

2 Essays,

1 Essay Exam,

1 Portfolio of representative advertisements

Creation of: 1 print ad,

1 radio script, and 1 billboard design.

Building Bridges

Becky Boswell- Industrial Technology
Caris Duda- Business
Daniel C. Pierson- Social Sciences

Unit: Yesterday's Luxury, Today's Necessity - The Growth of Communication. Unit length - two weeks.

Subjects to be integrated: Business, Industrial Technology, Social Sciences

Objectives:
- Understand the significance of past, present, and future communications advancements.
- Understand how things happen and how things change in communication and the effects change has on society and the individual.
- Appreciate the relationship among technology, business, and culture and their effects on social and economic developments.

Rationale: In an ever-changing world, it is vital for students to realize how advances in communications build upon one another and affect every facet of their lives.

Business

Description of Unit:

The unit will entail lessons detailing how portable fax machines, laptop computers, and cellular telephones have created the work anywhere, anytime office. Other lessons include demonstrations of how communications fit into the world of business and its importance, and lessons dealing with where technology is taking the business world in the future.

Resources to be Used:

Resources to be used would include a textbook, guest speakers, and access to computers and other media of communication. Other resources would include an adopt-a-school program which would allow the students the opportunity to function in an actual office setting with and without the use of the technology available today.

Methods of Evaluation:

Methods of evaluation would include short quizzes, hands-on assignments, and a grade would result from the adopt-a-school program.

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Industrial Technology

Description of Unit:

The unit will include lessons on researching new communication devices and systems along with an analysis of past and present communication technologies. Students will have hands-on experience with this new technology and the future of communication technology will be discussed.

Resources to be Used:

Textbook, guest speakers, and hands-on experience with companies which develop communication technology are some resources which can be used.

Methods of Evaluation:

Evaluation will be based on short quizzes, tests, labs, and a semester project implementing new ideas in communication.

Social Sciences

Description of Unit:

The unit will include lessons on the history of communications concerning postal service (including the Pony Express), the telegraph (including Morse and the Western Union Company), Bell and the invention of the telephone, and a brief history of computers in the Twentieth Century. In addition to history, the students will study the sociological effects of modern communications.

Resources to be Used:

Textbooks, memoirs, biographies, letters, newspaper articles, and secondary resources concerning history of communication will be used. A guest speaker can be used to describe importance of nonverbal communication for sociological aspects.

Methods of Evaluation:
Students will be evaluated by quizzes, writing assignments, tests, and a research project on an important historical contribution to communication.

Industrial Technology- *Debra J. Bozarth*
Business Education- *Spencer S. Byrd*
Political Science and History- *Ben Gracey*

GLOBALISM: AMERICA'S EVER CHANGING ROLE

(8 day unit)

OBJECTIVE:

To enlighten young students on the history, present, and future of the American economy that was once closed and self-sufficient to now Global, dependent, and collaborative. Also, to give the student a sense of what direction the United States will be heading in the future. Specifically with the open trade markets, NAFTA, the fall of communism, and the rise of free enterprise.

RATIONALE:

The basis of our unit is the education of students as open minded consumers, future labor force, future enterpriser, and most important of all future decision makers and voters; this will help the students better understand and formulate their own personal views on important American and global issues.

RESOURCES NEEDED:

Business Week articles
Introduction to Business; History Texts
Center for foreign policy department
International Magazine

DETAILED DESCRIPTION OF UNIT:

* The unit will be an 8 day unit

* During this specific unit, we will have a four hour block with 30 students, these student will remain in this block all four hours with a 5 minute recess at the end of each 55 minute period; starting at 8:00 a.m. ending at 12:00 (or how ever it best fits into the schools daily agenda).

* Each 55 minute period consist of one of the four subjects that will be integrated.

* Of the 8 day unit the first week or 5 days will be general instruction to satisfy any prerequisites that will be needed later.

Business-
The first 4 days will cover 4 chapters on:"How Economic Systems Work"; "A Private Enterprise Economy"; "How the Market Works in Our Economy"; "Describe Our Private Enterprise System". This will be taken from *Introduction To Business* by Stein.

The fifth day will consist of a debate with the students broken into four groups. The groups will be given an article on a current

business issue, two groups will receive one article and two group will receive a different article (2 separate articles). The groups with the same article will have different assignments: one group will have to list the strengths of the article and the counter group will have to list the weaknesses. Each group will designate a speaker to present their case in front of the class. (classic dialectic inquiry debate)

Political Science and History-
This particular lesson combines an historical and political science perspective to the overall unit theme -- Globalism: The Pole of the U.S. in a Global Economy. Because Business and Industrial Technology perspectives are also included in this unit, it is necessary to inform the students of how we've arrived at this new state of "Globalism". It would also be useful to help students identify future policy options for the U.S. This will assist them in developing a better understanding of their future (to supplement their study of the past and present). This five-day lesson accomplishes these goals by combining whole-class, group, and individual instruction.

Industrial Technology-
The first 3 days will consist of background information and new information from the required text, for example,*Management in Manufacturing*. Each day will cover a short lecture with use of transparencies, a student-directed activity, and a short quiz. On the fourth and fifth day the class will participate in a cooperative learning activity; each group will be required to develop a technical product that can be manufactured in the United States, and be exported to Germany and Japan. At the end of the fifth day, students should have accomplished: 1) technical sketch of the product; 2) one supporting article of the economic status, or the trade markets, in each of Germany and Japan; 3) a two page summary of the product and why the student would think the product will be profitable in those areas.

*The sixth and seventh day will consist of the 30 students being randomly assigned to four groups. Each group will be assigned an area that has been covered in the 5 days of lessons-Business, Industrial Technology, History, Political Science.

With this in mind, the groups have two class periods and any time they wish to spend outside the classroom for preparation of a 20 minute informative presentation of the effects of Globalism on their particular area.

The presentation will be given on the Eighth day in the auditorium in front of the entire class. Any faculty and administration wishing to attend will be welcome; it will also be open to other classrooms, if the teacher would like to have their class observe the presentation. (limit of auditorium capacity of 200)

METHODS OF EVALUATION:

*At the end of the 5 days of general knowledge classes, the students will be given a short quiz approximately 20 to 35 questions for EACH period,(bus., pol. sci.,his.,IT).
*For their group work, each student will have an opportunity to grade every other group member (in confidence). Worth 10 pts.
*The group presentations will be graded by the 3 instructors, collaboratively, with a possible 100 pts.

BUILDING BRIDGES DESIGN PROJECT

TEAM MEMBER	DEPARTMENT	PROJECT AREA
Martin Bach	Business	Business
Katie Gibson	English	English
Connie Olson	English	Science
Yvonne Panagoulias	Social Sciences	Social Sciences
Amy Scott	English	English

UNIT TITLE: *Greece: Origins and Its Far Reaching Influences on Theatre*

TIME FRAME: Two weeks

SUBJECTS TO BE INTEGRATED: Business, English, Science, and Social Sciences

RATIONALE: The ancient Greeks invented the word 'theatre' and the idea for all the public to watch plays of religious, cultural, and historical importance. This unit will provide students with an understanding of the origins, expansion, development, and influence of the Greek theatre in our society today.

OBJECTIVES: In each of the following subjects, the students will be able to . . .

Business: understand the history, development, and the revitalization of the Greek economy and the background of its impact on cultural institutions such as theatres. The students will also be able to explain the private entrepreneurship system and the financial difficulties of running a public and private theatre as a business.

English: identify and critically apply the key elements, including plot, character, thought or theme, language, music, and spectacle, of Greek tragedy as they read and reinterpret an original play into modern form.

Science: identify and apply the steps in the scientific method of problem solving by researching this process used by the ancient Greeks during the development of theatre. The students will also explain the influence of these Greek advancements and their effects on our theatre today.

Social Sciences: 1) orally explain four characteristics of theatre, 2) name three famous playwrights along with samples of their work, 3) identify at least three of its influences on today's theatre, 4) complete writing assignments; and finally, participate enthusiastically in the cooperative production of a play.

RESOURCES NEEDED: Books, pictures, selected plays,overheads, slides, audio/visual tapes, maps, and handouts.

DETAILED DESCRIPTION OF UNIT:

This unit will include interdisciplinary student participation in Business, English, Science, and Social Science.

In the **Business** unit, the students will get into groups and visit libraries, local theatres, and other locations to research (1) what different groups the customers consist of, (2) admission costs, (3) financial successes and failures, (4) who is responsible for these theatres and who finances them, and (5) if there are any activities of the local government/tourist offices that promote theatre. The students will be encouraged to make drawings, take photos, conduct interviews, make observations, design roleplays, etcetera, to illustrate the relationship between the cost of admission, maintenance, actors and other theatre related costs and the actual revenue from a play production.

The **English** unit will first introduce Aristotle's six elements of drama: plot, character, thought or theme, language, music, and spectacle. It is also essential to inform students of the distinct characteristics of tragedy which include: *katharsis*, *hamarthia*, and *hubris*. Students will then read a Greek tragedy. In this unit, they will be reading Oedipus the King by Sophocles. Finally, students will apply critical thinking skills to cooperatively reinterpret the original play into a modern-day version.

In the **Science** unit, students will cooperatively conduct research, using the scientific method, regarding advancements related to the ancient Greek theatre, and they will explain the subsequent influences of these advancements in modern theatre. Following the activities and research, each student group will give a presentation about the project and relate the significance of this research to modern theatre.

The **Social Sciences** unit (which is divided among subjects within the discipline) will include an overview of the historical background about the Greek plays and their influence. The ancient Greeks created a superb theatre structure and brilliant writing styles. Drama, tragedy, and comedy are the three models which theatre was based on and are still used today to classify modern theatre and film. Three of the most influential playwrights from ancient Greece are Aeschylus, Sophocles, and Euripides. Their plays reflect significant events and feelings, including plays of heroism, human struggle against fate, inner conflict, and evil human actions. Theatre is a unique expression of human thought and life. There is no doubt that the Western world owes an enormous debt to the Greek example. It is very difficult to imagine how theatre would exist without the magnificent groundwork of the inspired ancients!

ACTIVITIES AND EVALUATION: Across the curriculum and after completion of this unit, students will stage a scene from the original and the modern-day play they create. The culminating evaluation and assessment will occur via a follow-up activity once the unit is completed. All classes will work together to prepare

a selected ancient Greek play. The play will consist of two scenes: the first in its original form and the second in a similar, yet modern version, written collaboratively by students. Students will be responsible for significant aspects of **producing** the play including:**performing** the play, **designing** the set and costumes, **selecting** the set location, **arranging** the seating structure, **allocating** funds, **determining** the cost of admission, **advertising**, etcetera. Students will keep a **journal** (to be graded) about their own **interactions**, **observations**, and **commentary** on this process and write a **paper** evaluating the production and problems encountered the activity. Content area teachers will focus on aspects of the production most relevant to their discipline. In addition, **quizzes** on assigned reading material, determined by each instructor, and activities will be administered.

BUILDING BRIDGES DESIGN TEAM INTEGRATED CURRICULUM ABSTRACT

Design Team Members

Angie Groezinger....English
Jay Martens.....Social Sciences
Lynn Sands.....Business
Kristen Straub...English

Unit Title and Time Frame

Title: "The Influence of Money in American Society"
Time Frame: 4 weeks

Subjects to be Integrated

American History, American Literature, and Management of Resources

Objectives

The objectives of the unit are to:

1. Help the students become aware of the practical roles and uses of money in the American economy.
2. Introduce the students to a variety of perceptions, attitudes, and ideas concerning money.
3. Encourage the students to formulate their own opinions about the role of money in their lives.
4. Enable the students to manage their money consciously and perhaps more responsibly.

Rationale

Money is an essential resource that gives people decision-making opportunities; the ability to plan and use money to one's advantage is essential to achieve individual financial goals. Since American children collectively spend at least $50 billion a year on food, clothes, and entertainment, and also influence how another $40 billion of their parents' money is spent, students need to learn how they can control money rather than allowing money to control them.

Resources Required

1. A History of the United States. Boorstin and Kelly. New York: Ginn, 1982.
2. Buy Now, Pay Later. Thompson, Yardley. Brookfield, CT: Millbrook Press, 1992.
3. Economics and the Consumer. Killen, Barbara. Minneapolis: Lerner Publications, Co., 1990.
4. Gaming and Simulation in Economics. Economic Education Program. State University, AR.
5. "Greed Suite: Economic Meditations". Wayman, Tom. The Hudson Review, Winter '89.
6. Miscellaneous charts, maps, overhead transparencies, and photographs to illustrate the individual lessons.
7. The Great Gatsby. Fitzgerald, F. Scott. New York: Charles Scribner's Sons, 1925.
8. United States Articles of Confederation.
9. United States Constitution.

Unit Description

The integrated unit will allow the students to study the influence of money in American society and evaluate their own opinions about money in their lives.

In the American Literature course, the students will be studying The Great Gatsby. By studying The Great Gatsby, students will be introduced to the positive and negative social and psychological effects of money. The students may be enticed by the fast cars, wild parties, and opulent homes which money provides. However, they will also see the immorality and artificiality present within the materialistic characters. This unit on the social and psychological implications of money will be supplemented by essays, journal writing, and current journal and newspaper articles.

In the American History course the students will study a narrow focus of the American Revolution and the development of the American Constitution as an economic document. More generally, the students in the American History course will study the economic interpretation of history, which states that money has been the primary motivator for historical events; evaluate the validity of this interpretation; and determine and explain whether there are limitations to this interpretation.

In the Management of Resources course, the students will study the real value of money as a medium of exchange, economic terms (e.g. supply, demand, price, mechanism, competition, monetary policy, and opportunity costs), the Federal Reserve system, investment concepts and the Stock Market, and the principles and procedures of financial planning and budgeting.

Evaluation Methods

Within each subject area, the students will be graded on their effort and mastery of concepts through a variety of evaluation methods, including written and oral reports, quizzes, and tests.

For evaluation of the integrated unit, however, each student will present a portfolio which will include a pre- and a post-instruction essay on "How I Would Spend $100,000 in One Day", four current event articles (one from each week) relating to the spending of money by a governing body and the student's written reactions and explanations to the question of whether the money was wisely or appropriately spent in each circumstance.

Session IV

The American Industrial Revolution between 1850-1920
Michelle Schwinn, Matt Vosberg, Rob Hammerschmidt

The Industrial Revolution
Jodi Fields, Rachel Voyles, Matt Eber, Vicki Bryant

Enviornmentalism
Cammie Andrew, Craig Mueller, Wendy Scott, Holly Steffes, Dawn Woodward

The Industrial Revolution: A Product of Leadership and Motivation
Carrie Kulenkamp, Mike Schiffman

The Industrial Revolution (1860-1920)
Chris Dobbs, Chris McCombs, Alexa Allen, David Jones, Liz Kampwirth

Environmental Responsibility
Michelle Bussan, Juliette Bilodeau, Marcy James, Don LaVette, Troy DeFranco

Interdisciplinary Unit on the American Industrial Revolution

Names and Design of Team Members:

Michelle Schwinn .....History
Matt Vosberg.....Business
Rob Hammerschmidt.....History

Unit Title and Time Frame:

The American Industrial Revolution between 1850-1920.
The Unit will last for a period of two weeks.

Subjects to be Integrated:

Business
History
Literature

Objectives:

Business- The students will be able to describe how the American Industrial Revolution affected Business strategies.

History- The students will be able to explain how the discoveries of the American Industrial Revolution affected the past, present, and future of America.

Literature-The students will be able to evaluate the different writing styles of contrasting authors by assessing how their backrounds affected their literary works.

Rational:

The purpose of the unit is to familiarize students with past technological discoveries which have influenced both past and present attitudes, lifestyles, and cultural norms.

Resources:

The resources that are to be used will consist of graphs, pictures, slides, reading selections, primary source documents, an overhead grid (displays how dicoveries affected the time periods), and guest speaker (a literature professor, business leader or plant manager, or history expert).

Detailed Description of Unit:

Business: The lessons in the unit will cover the assembley line's effects on marketing strategies, different theories of production management, the concepts of product line diferentiation, the economies of scale, and supply and demand.

History: The lessons in this unit will cover the evolution of the assembley line and its affects on other industries, the increased demand on labor and implications of demand, how important dicoveries changed the role of America and it's global influence, and the negative affects of the Industrial Revolution an America.

Literature: Students will analyze primary source documents from authors of varying economic and social backgrounds. Students will then study how authors influenced cultural norms of their era, and how the American Industrial Revolution affected foriegn authors of the time.

Methods of Evaluation:

The evaluation methods will consist of objective tests and quizzes, graded critiques of various reading assignments, oral observations of group discussions, and group projects.

Jodi Fields - English
Rachel Voyles - English

Matt Eber - Business
Vicki Bryant - English

Unit Title/Time Frame: The Industrial Revolution - 2 Weeks

Subject to be Integrated: English, Art, Business, Social Sciences/Health

Objectives: To enhance students knowledge of the widespread effects of the Industrial Revolution. Topics to include: social implications, health concerns, environmental issues, economic conditions, literary movements, and artistic expressions.

Rational: The Industrial Revolution led to a multitude of interrelated changes throughout Europe and the world. The shift from an agrarian community to an industrialized society first impacted England's economy, environment and social construction, then gradually spread worldwide. We cannot underestimate the significance of the Industrial Revolution as it shaped the modern technological society we know today.

Resources Needed: Dicken s Hard Times
Art Supplies
Browning's "The Cry of the Children"
Selected readings from E. Royston Pike's "Hard Times": Human Documents of the Industrial Revolution
Slides of architecture and nineteenth century art

Description: English - Read and discuss Browning s "The Cry of the Children", emphasizing how literary works of protest led to the induction of child labor laws. This will lead directly to the reading of Dicken s Hard Times which captures the hopelessness of the worker's plight during the Industrial Revolution.

Art - We will examine the "Age of Despair" as reflected in paintings, architecture and sculpture created during the Industrial Revolution. We will discuss how the feeling of hopelessness contributed to the dark vision expressed in the art of this time.

Business/Economics - We will begin with a survey of Pre-industrail England as it contributed to the development of the modern technological society. We will explain how scientific advancements and the development of steam power led to a rapid rise in industry, which brought about economic and social implications.

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Health/Social Sciences - We will examine how the rise of an industrial city brought about widespread societal effects which include disease, environmental concerns, education and change in family structure.

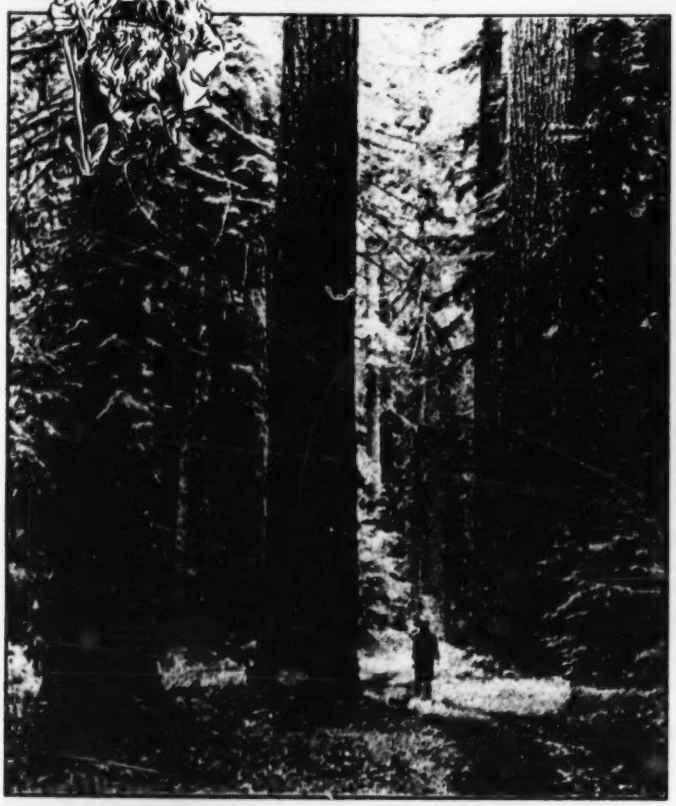
Evaluations: English - Students will write a comparative essay using Browning's "The Cry of the Children" and Hard Times. Students may wish to focus on education, child labor laws, or other areas of interest.

Art - Because the Industrial Revolution was a time of great technological advancement, students will capture that spirit by creating their own invention (constructing, painting, or sketching). They will then compose a description of its function, practicality, use in today's society and marketability.

Business/Economics - Students will invest in some industry which took off during this time period. They will have to defend their selection using statistics and their business know-how.

Health/Social Sciences - Students will be given materials on standard of living, life expectancy, and population growth. They will be asked to determine how the Industrial Revolution affected the family. Certain points the students should consider are as follows: psychological/social, education, health and children/mother at work.

Enviornmentalism



Photos top left and bottom by Elizabeth Feryl. Photo top rig

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I. **NAMES AND DEPARTMENTS OF DESIGN TEAM MEMBERS**:

CammieAndrew	EnglishEducation
CraigMueller	HistoryEducation
WendyScott	BusinessEducation
HollySteffes	BusinessEducation
DawnWoodward	English/HistoryEducation

II. **UNIT TITLE AND TIME FRAME**:

UNIT: ENVIRONMENTALISM TIME: Four weeks

III. **SUBJECTS TO BE INTEGRATED**:

Business, History, Literature, Industrial Technology, and Science

IV. **OBJECTIVES**

Bring about consumer awareness of environment factors affecting our lives

V. **RATIONALE**

Environmental issues are becoming of increasing importance to consumers in their every day lives. It affects us as consumeres, citizens, business people, and society worldwide.

VI. **ENVIRONMENTALISM**

SCIENCE:
The unit will consist of conservation issues dealing with deforestation, water pollution, ozone depletion, biodegradability, energy and erosion, species extinction, acid rain, and fisheries depletion.

Resources will include:
-videos such as "Lessons from the Ancient Forest - Earth Wisdom and Political Activatism.
-Textbook literature dealing with environmentalism and conservation
-Presentation at the Plantatarium

Evaluation will consist of:
-A test on unit and a group project involving research and analysis of ways to improve the effects on the environment.

INDUSTRIAL TECHNOLOGY:
This unit will center around the topic of recycling and waste management. Topics include land fills, incinerators, and an intergrated waste management solution. There is a heirarchy of methods that include four steps: 1. Reduce 2. Recycle 3. Incinerators 4. Land fills. Categorization information on recyclable products will be presented.

Resources will include:
-handouts from the U.S. Dept of Energy, EPA Public Information Center, Global Releaf, Office of Air and Radiation.
-fieldtrip to local recycling center

Evaluation will include

-students individually conducting a recycling needs assessment for a local business consisting of identifying problems, implementation of plan, and evaluation.

HISTORY:

The unit will consist of identifying the historical significance of the roles of society, nations, our country, and people. Solutions will be offered as to the methods they can solve the environmental process.

Resources will include:

-1988 National Geographic Endangered Earth Map
-excerpts from International Environmental Negotiation
-excerpts from U.S. Interests and Global Environments.
-excerpts from The Conservationalist

Evaluation will include:

-a small group project analyzing the 1988 National Geographic Endangered Earth Map. They will construct plans summarizing national, international and personal environmental issues in a two page essay.

ENGLISH

This unit will cover the Transcendental movement from 1840-1870. The focus will begin with Ralph Waldo Emerson and Henry David Thoreax including their miniwritings on nature and conservation.

Resources will include:

-literature textbook
-selections by the above authors

Evaluation will include:

-journals written in response to readings throughout the unit
-creative writings in poetry and essays dealing with conservation and preservation

BUSINESS.

The business unit looks at a business and consumer perspective of environmentalism. Issues covered will include social responsibility, biodegradeble products, energy, and disposal of waste by business and the effect and implications on the business and economy of environmental disasters.

Resource will include:

-business text book
-magazine excerpts about current issues in business
-videos on Exxon spill and Chernoble

Evaluation will include:

-students will write a socially responsible business for information and prepare a marketing presentation and promote that company and its environmentally responsible efforts.

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Carrie B. Kulenkamp, Business Education
Mike Schiffman, History Education

The Industrial Revolution: A Product of Leadership & Motivation

* Time frame: 2 weeks
* Integrated subjects: History and Business

Objectives

1. Given the results of the Industrial Revolution, students will be able to know with 90% accuracy the changes that occurred in society, the economy, and the government after the Revolution.

2. Given Maslow's hierarchy of needs and Hertzberg's theory of motivation, students will be able to discuss the similarities and differences between the two theories, and how those needs are fulfilled by various leadership techniques in a 10 minute presentation.

Rationale

The purpose of the unit is to show how the various management techniques of motivation and leadership influenced the Industrial Revolution and promoted productivity during the Industrial Revolution. Also presented will be the major changes, both negative and positive, that occurred in society, the economy, and the government as a result of the Industrial Revolution.

Resources Needed

Primary resources from the period of the Ind. Revolution
* pictures, charts, newspaper articles

Blanchard, Kenneth, Leadership and the One Minute Manager, New York, NY, 1985.

Blanchard, Kenneth, One Minute Manager, New York, NY, 1982.

Dolan, Edwin G., and Carolyn Smith, Introduction to Business, Glenview, IL, 1985.

Everard, Kenneth and Jim Burrow, Business Principles & Management 9th ed., Cincinnati, OH, 1990.

- Description of Unit

This unit will combine the areas of history and business to discuss theories of motivation and leadership, as well as the Industrial Revolution. The unit will be taught during the same class period with the history teacher beginning by discussing the Industrial Revolution and the political, social, and economic changes that occurred. There will be class discussions about photographs from that time period, and a primary resource essay from the Revolutionary period will be discussed. He will also introduce the students to some influential businessmen that emerged during the Industrial Revolution.

The business teacher will then begin by presenting information about two theories of motivation, Maslow and Hertzberg. She will also present information about various management styles and techniques, including the One Minute Manager by Kenneth Blanchard. There will also be discussions during this portion of the unit about how motivation and leadership are necessary for productivity.

Methods of Evaluation

A debate on whether the Industrial Revolution was positive or negative for that time period.

An essay on how motivation and leadership styles are necessary to increase productivity during rapidly changing times.

Chris Dobbs - Business
Chris McCombs - Industrial Technology
Alexa Allen - Industrial Technology
David Jones - History
Liz Kampwirth - History

Unit Title: The Industrial Revolution (1860-1920), 2 Weeks

Subjects Integrated: Histc.y, Industrial Technology, Business

Objectives: To successfully complete this unit students must use facts and cause-effect reasoning to explain: 1. How the Industrial Revolution changed the country socially and economically, 2. Why the study of the Industrial Revolution is of concern to our present day society, 3. How new inventions, sources of power and processes brought about an industrial revolution in the U.S.

Rationale: A study of the Industrial Revolution is important for students understanding of the causes, effects and patterns that have occurred since 1860. The purpose of this particular unit is to show students the inter-relatedness of subjects in regard to the Industrial Revolution.

Resources: Books, maps, pictures, graphs, models, old machines, stories, essays, and guest speakers.

Unit Description:

1. Students will read excerpts form the essays and stories form this period to see how life was like in this period.

2. Discussion of important people and their role in the rise of the Industrial Revolution. Among these people and James Watt, Eli Whitney, John McAdams, Alexander Graham Bell, and George Stephenson.

3. Have students explore ways that technology and new inventions have changed and improved their lives.

4. Discuss factors that led to the American Industrial Revolution and how it differed with the English Industrial Revolution.

5. Students will discuss the different aspects of life from the Industrial Revolution. Areas covered will include population movements and income.

6. Students will compare the Industrial Revolution to the computer revolution of today. Focus will be on how each revolution effects businesses and how they operate.

7. Discussion of the Industrial Revolution effects on production of goods, transportation, emergence of monopolies, emergence of labor unions, and pollution.

Methods of Evaluation: Students will take a topic from a list of topics and then write and essay showing the incorporation of subject areas.
Students will also take an objective examination over the unit.

Michelle Bussan, English
Juliette Bilodeau, English
Marcy James, English
Don La Vette, History
Troy De Franco, Industrial Technology

COURSE TITLE: ENVIRONMENTAL RESPONSIBILITY

MATERIALS: History Text: American Environmental History, by Joseph Petulla
Geography Text, world maps, topographical maps of the U.S.
American Lit.: Walden, by Henry David Thoreau
Business Text: The Solution to Pollution in the Work Place, by Laurence Sombke

UNIT DESCRIPTION: This unit is designed to help students to construct a global awareness of environmental concerns both as they apply to the students' own lives as well as to the lives of all human beings. Students will develop the general knowledge necessary to integrate their skills from English, History, Industrial Technology, Business, and Geography in order to accurately recognize and successfully solve current environmental problems.

LEVEL AND LENGTH OF UNIT: Secondary Schools--one week

TOPICAL CONCERNS/UNIT PLAN: (ENGLISH, HISTORY, I.T., GEOGRAPHY, BUSINESS)
1.) What is meant by the environment?
2.) What is happening to the environment as a result of the failure to use natural resources wisely?
3.) In what ways are business concerns connected with environmental concerns?
4.) How does geography effect ecology?
5.) How can the arts widen our perspective of environmental interaction?
6.) How has technology aided or impeded our efforts to control environmental degradation?

ORGANIZATIONAL OBJECTIVES:
1.) To make students aware of environmental concerns, topics, etc. that are present in today's society.
2.) To show students that there are measures which they can take to help alleviate the current environmental conditions.
3.) To provide students the knowledge necessary to develop an understanding of the future consequences brought about by today's mishandling and degradation of natural resources.

EVALUATION OF UNIT: The students will be required to create a portfolio beginning on the first day of the unit. In this portfolio, they will include notes, journal entries, and assignments based on the objectives listed below. The portfolios will be presented in summary at an all-school assembly during the afternoon of the final day of the week-long unit.

LESSON PREP--to take place in an all-school assembly on the first morning
1.) Tape a map of the world onto the wall and have the students brainstorm for ten minutes concerning all of the ways the environment has been affected by pollution around the world.
2.) Discuss and integrate the students' ideas as a result of brainstorming.

KNOWLEDGE OBJECTIVES:

1.) Students should be informed of the importance of recycling paper, etc.
2.) Given a topographical map of the world, students will be asked to identify the areas of the world that are currently "at risk" due to environmental degradation: rainforests, areas of desertification, polar melting, etc.
3.) In a journal, students will identify the different environmental topics that are present in the assigned literature.
4.) Students should be able to identify the historical development of environmental agencies and their significance.
5.) Students should be able to identify environmentally safe construction practices as well as current innovations in industrial technology, as they relate to the environment.

COMPREHENSION OBJECTIVES:

1.) Provided with data concerning energy conservation, the students will be able to interpret effective standards of conservation.
2.) Provided with appropriate geographical scenarios, i.e. changes in land surface, changes in the loss of forests, etc., students will be able to, in specific areas, make fundamental predictions concerning the long-term environmental impact of each scenario.
3.) Using the Walden text, students will be able to interpret various passages significant to the environment of the past, and to that of the present.
4.) Given various sociological scenarios, students will be able to interpret the effect of the environment on society.
5.) Provided with construction data on environmental building standards, students will interpret and discuss the necessity of building requirements.

ANALYSIS OBJECTIVES:

1.) How have current environmental issues effected modern literature and why?
2.) Given information concerning the conservation of natural resources, students will be able to divide resources into levels of necessity, in so far as regeneration is concerned.
3.) Provided with differing solutions to current environmental problems, students will be able to determine why businesses, communities, nations, etc. have failed thus far to implement many of the standards of environmental protection.
4.) Given information concerning the construction of oil tankers, students will be able to divide the construction process into the necessary steps for safe hull construction and maintenance.
5.) Given information concerning the historical procession of environmental legislation, students will be able to divide this information into valid, necessity-based legislation and face-lift oriented legislation.

APPLICATION OBJECTIVES:

1.) Students will write a pro/con position paper concerning the theme of environmental consciousness, using environmentally-sound vocabulary.
2.) Given marketing strategies, students will apply their knowledge of green consumerism to the advertising world's agenda.
3.) Given a construction plan for a building, students will be able to apply safety standards concerning environmentally-sound materials.
4.) Given a topographical map of the United States, students will be able to apply their knowledge of environmentally-safe construction to hazardous waste sites.

5.) Given information on several environmental agencies, students will apply this data by creating a chart explaining the positive and negative aspects of each given agency.

SYNTHESIS

1.) Students will be assigned an area of the globe currently unaffected by severe environmental degradation. They will then respond to various scenarios of potential degradation, and create a plan with which potential degradation could be avoided or at least minimized.
2.) Students will create their own agency dealing with one environmental problem that directly affects their own particular community.
3.) Students will create their own poetry and prose concerning the environment, with the goal of publishing their creative and expressive writing in environmental journals.
4.) Students will create their own, environmentally-safe construction plans for the present shipping industry.
5.) Students will create the storyboards and logos necessary for a green marketing, television campaign targeting high school students.